

Stories from Studio:

Growing a Community of Writers and Teachers of Writing

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Talking Points:

- **Design Your Vision**

The Ideal Writing Community

- **Carve Out a Path**

The Framework of Our Community

Shaping a Strategic Plan

- **Beyond Words**

What is good writing?

What do good writers do?

How do we teach *these* things?

- **Building Community**

Establishing Safety

Connecting With Purpose

Leading from Behind

- **Sustaining Community**

What Lasts?

How?



"I'm learning to focus on growing my 'inner writer' rather than just rushing to create a finished product."

Sarah, Grade 10

"I can talk about writing here because it is safe. This gives me the courage to speak up more when I leave here too."

I can't always do this on my own. Studio helps me persevere as a writer. It's grounding. Returning here helps me get unstuck."

Monica, Grade 9

Stay Connected on the Web!

Resources May be Downloaded Here:

<http://tinyurl.com/6jqoft>

Visit the Studio Blog:

<http://wnysummerstudio.wordpress.com>

Angela Stockman's Blog:

Welcome to Studio!

Please use the any of the resources provided to design YOUR vision of the *ideal* writing community. If you choose to draw or write, you may use the space below.

Snapshots of the WNY Young Writers' Studio Community

Our Vision

We believe that all people are born writers and that the act of writing enables us to communicate our needs, raise our voices, connect and learn from others, and heal our lives as well as the world. At Studio, we learn how to honor and support the writer in everyone, because writers change the world.



Who We Are

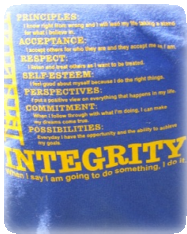
Each of us is a student and a teacher of writing. We come from different school and home communities. We seek diversity in membership and celebrate the rich perspective that our varied passions, experiences, and

expertise provide. Every member of our community contributes to the vision and the mission of the work that we do.



More Than Words

Our growth as writers is evidence of our attention to specific Dispositions of Practice, which include: courage, perseverance, understanding, expertise, collegiality, and reflection. We seek to strengthen our commitment to the Dispositions by setting purposeful goals around them and measuring our growth in these domains throughout each year of our fellowship. Our relationship with Communities for Learning: Leading Lasting Change® provides us a greater opportunity to learn and gain inspiration from students, writers, and teachers across New York State who have enjoyed rewarding careers and served others in significant ways as a result of their commitment to the same ideals. The Dispositions of Practice were first identified by this community, and we are proud to have the support and encouragement of such gifted and giving people.



Shaping the Future of Writing, Learning, and Teaching

Those who join Studio return to their communities and their schools increasingly confident in their abilities to produce and inspire meaningful writing. We work toward a future where all students are teachers and every teacher is a student. In Studio, all learning is driven by passion, informed by the collective expertise of our group, and nurtured in safe spaces where everyone is able to take the risks that are a necessary part of becoming true writers.



The Work of the WNY Young Writers' Studio



Our Strategic Plan: In a Nutshell

We rely upon the Communities for Learning: Leading Lasting Change® Framework to guide all of our planning.

Element of the Framework	Our Translation	How We Attend to This
Alignment	Ensuring that our work, our instruction, and the ways that we behave are aligned to our vision.	<ul style="list-style-type: none"> • Shared visioning • Goal-setting • Reflection and assessment
Representation	Ensuring that our membership is diverse and comprised of those who support and forward our vision beyond our community.	<ul style="list-style-type: none"> • Invitation • Shared visioning • Financial assistance • Seeking non-profit status • Virtual community • School-based residencies • Intentional connection • Interns and Scholarships
Sustainability	<p>Ensuring that the work of our community is sustained.</p> <p>Ensuring that the efforts and energies of persevering teachers and writers are sustained.</p> <p>Ensuring that we produce writing of sustained value.</p>	<ul style="list-style-type: none"> • Differentiating between camp and community • Individualized goals • Establishing protocols • Portfolio expectations • Virtual community and use of social networking tools • Leveraging expertise • Identifying, training, and supporting promising teachers and writers • Interns and scholarships
Dispositions of Practice	<p>Dedicating ourselves to the following Dispositions, setting goals that ensure our growth around them, and using evidence to demonstrate this growth.</p> <p style="text-align: center;"> Courage and Initiative Intellectual Perseverance Collegiality Understanding Expertise Reflection </p>	<ul style="list-style-type: none"> • Direct instruction around Dispositions • Goal setting and portfolio review

....AND THE MUCH LONGER DRAFT

Vision:

We envision a future where sustained communities of writers engage in the collaborative discovery of what influential writing is, how to produce it, and how to nurture its development in others.

Mission:

The mission of our community is to empower writers who influence their communities and the field of education in meaningful ways. As students and teachers attend to the Dispositions of Practice, their processes, and their craft, they will draw upon and contribute to the collective passion and expertise of our community. They will also use what is learned within our community to serve those beyond it.

Objective	Year 1	Year 2	Year 3	Intended Outcome
Alignment between vision, mission, and work within the community as well as within other schools and organizations	Secure support and expertise via affiliation with Communities for Learning: Leading Lasting Change Draft the Vision, Mission, Outcomes, and Strategic Plan Share draft with stakeholders and seek feedback	Articulate Final Draft of Vision, Mission, Outcomes Seek Non-Profit Status Establish a Visioning team Gather evidence of outcomes achieved	Secure Non-Profit Status Realignment completed by Visioning team based upon findings from study	Our community will articulate a shared Vision and Mission to which all of our work within and beyond the community will be aligned. We will use evidence to guide our decision-making. We will secure nonprofit status in order to fully realize this Vision.
Diverse representation that influences the shape of our vision and mission as well as our work in significant ways	For-profit status Student membership was mostly white, mostly female, grades 5-10 Teacher membership was mostly white, completely female One of four financial assistance fellowships was used. Fellows did not contribute to the creation of Vision or Mission.	For-profit status Student membership will include greater diversity, more male representation, and all financial assistance fellowships will be filled. Teacher membership will increase, greater diversity will be achieved, and males will be better represented.	Non-profit status Diversity in membership will be secured and membership will be funded via grants and fundraising. Diverse teacher membership will be achieved. Community membership will increase. Evidence of how fellows are using what is learned	Our community will thrive as a result of diverse perspectives, collaborative visioning, and the positive influence we have on others.

		<p>Community members who are not teachers will join us.</p> <p>All fellows will contribute to the shape of Vision and Mission. All fellows will take what is learned within the community to be of influence elsewhere and gather evidence that reflects their efforts.</p>	<p>within the community to be of influence elsewhere will be gathered and studied, and this will influence re-visioning.</p>	
Sustaining our home community while nurturing the development of additional sites	<p>For-profit status</p> <p>Daemen College home site 25 Students 6 Teachers</p> <p>Site-based residency: Cheektowaga Central</p>	<p>For-profit status</p> <p>Daemen College 40 Students 14 Teachers 2 Community</p> <p>Community-based residencies: 3 additional WNY Communities</p> <p>Site-based residencies 3 WNY Districts</p> <p>State-level awareness</p> <p>Student interns</p>	<p>Non-profit status</p> <p>Daemen College 60 Students 40 Teachers 6 Community</p> <p>Community-based residencies: 5 additional WNY Communities</p> <p>Site-based residencies 6 WNY Districts</p> <p>State and National-level awareness</p> <p>Student interns and scholarships</p>	We will work to create self-sustained communities where writers engage in the collaborative discovery of what good writing is, how to produce it, and how to nurture its development in others
Sustaining our efforts as writers and teachers	<p>Individualized goals and learning plans, based upon choice.</p> <p>Teachers and writers connect and work within a face-to-face community beyond their local school.</p>	<p>Individualized goals and learning plans, based upon choice.</p> <p>Teachers and writers connect and work within a face-to-face community beyond their local school.</p>	<p>Individualized goals and learning plans, based upon choice.</p> <p>Teachers and writers connect and work within a face-to-face community beyond their local school.</p>	Our fellows will have access to a wide network of skilled supporters, anytime and anywhere. They will develop their own expertise as writers and teachers of writing, and they will use this expertise to emerge as leaders

	Teachers and writers collaboratively design strategies, protocols, and processes that enable them to sustain their efforts between sessions.	Teachers and writers connect and work within face-to-face and virtual communities beyond their schools. Teachers and writers collaboratively design strategies, protocols, and processes that enable them to sustain their efforts between sessions. They support one another in their progress between sessions within this virtual community. They share their own experiences and expertise through publication, presentation, and within instruction. They assume leadership roles within and beyond the community.	Teachers and writers connect and work within face-to-face and virtual communities beyond their schools. Teachers and writers collaboratively design strategies, protocols, and processes that enable them to sustain their efforts between sessions. They support one another in their progress between sessions within this virtual community. They share their own experiences and expertise through publication, presentation, and within instruction. They assume leadership roles within and beyond the community	within the writing field and the field of education.
Developing writing and expertise that has sustained value and influence within and beyond our community	Fellows will begin their study of what good writing is and what good writers do. They will use this information to begin engaging in valuable processes and generating work that will have influence beyond our community.	Fellows will publish pieces that have influence beyond our community. They will influence the work of other writers and teachers by sharing their experiences and their process with others.	Fellows will publish pieces that have influence beyond our community. They will influence the work of other writers and teachers by sharing their experiences and their process with others.	The work that we do within our community, the pieces that we produce, and the expertise that we gain will be used to serve others.

			We will begin to reflect on the ways in which we might study our influence elsewhere.	
Community embodiment of the Dispositions of Practice	<p>Affiliation with CFL</p> <p>Director begins facilitator certification process</p>	<p>Affiliation with CFL</p> <p>Director will complete facilitator certification process</p> <p>All fellows will set goals and complete self-assessment against Dispositions</p>	<p>Studio will sponsor three fellows to join Communities for Learning</p> <p>Fellows will complete facilitator certification process</p> <p>All fellows will realize growth around the Dispositions</p>	Our community will thrive as a result of our commitment to these dispositions, our goal setting within them, and our connection to a supportive learning community outside of our own.

Writers Strive to Understand

- They are curious about what it means to be a writer or to create good writing
- They develop questions about these ideas and work hard to find answers to them
- They talk with others about their curiosities and discoveries
- They do research to learn more

Writers who strive to understand show this through their...	Beginning	Developing	Deepening	Embodying
Learning	<p>Writes in order to complete an assignment</p> <p>Asks questions to clarify directions and expectations around particular assignments</p> <p>Understanding of what it means to be a writer or to create good writing is defined by the teacher and/or grades received on finished products</p>	<p>Writes in order to improve craft, invites peer-review, edits work and makes minor revisions</p> <p>Asks questions to develop an understanding of what good writing is and what good writers do</p> <p>Studies what it means to be a writer and what good writing is, when prompted to by a teacher and/or in order to improve grades</p>	<p>Writes in order to grow as a writer, which improves craft. Revisits certain phases of the writing process in order to make meaningful revisions</p> <p>Asks specific questions that address unique curiosities. Deepening understandings lead to more questions.</p> <p>Studies what it means to be a writer and what good writing is in order to contribute to discussions and support the work of self and others</p>	<p>Examines writing of self and others in order to re-examine and revise previous assumptions about what it means to be a writer or produce good writing</p> <p>Ask questions that highlight gaps in understandings about writing or what it means to be a writer</p> <p>Seeks new information about what good writing is and what it may mean to be a writer. Uses what is learned to improve the work of self and others</p>
Behavior	<p>Agrees that there is much to learn and understand, but spends little time discovering it</p> <p>Criticizes writing and learning based on assumptions and/or misinformation</p>	<p>Studies ideas and information about writing when asked, but isn't ready to apply to own work</p> <p>Is willing to consider different perspectives and the expertise of others</p>	<p>Studies new information and ideas about writing in order to grow as a writer</p> <p>Writer is able to support own beliefs with evidence and remain open and flexible to new ones</p>	<p>Asks others to share their perspectives and understandings and seeks new ideas in order to revise own</p> <p>Promotes own perspectives and beliefs and encourages others to do the same</p>
Work	<p>Relies upon the teacher to provide writing/learning opportunities, structures, process, and strategies</p>	<p>Relies upon new knowledge of the writing process, dispositions, and writer's craft to create unique work</p>	<p>Studies work to define and meet goals as a writer.</p>	<p>Uses writer's process, craft, and dispositions to define new challenges and generate new questions for study</p>

Writers Strive to Persevere

- They take their time as they move through the writer’s process, reflecting for a period of time rather than rushing to finish their work.
- They do not publish their work until it is the best that it can be.

Writers who strive to persevere show this through their....	Beginning	Developing	Deepening	Embodying
Learning	Believes that they do not need to reflect or revise work—it is fine “as-is” Is constantly distracted by other interests or tasks	Willing to consider minor revisions of work Listens to suggestions or feedback from others only when required to	Asks those they are closest to to provide them general feedback about how work can be improved. Discusses ways to revise or improve work with others and focuses on improving what is easiest	Asks various people to provide specific kinds of feedback on their work and considers unsolicited feedback that might help them grow Participates in debate and conversations about writing process, craft, and dispositions.
Behavior	Focuses on getting tasks finished quickly and is frustrated when asked to revise Uses time provided for revision to do other things	Recognizes areas in need of revision and makes changes in order to get the work done Final revisions are made only during time provided by those expecting revision	Will eagerly revise work in order to meet expectations of others or get a good grade Makes time to revise thinking, work, and process in order to correct perceived problems	Eagerly revises work, thinking, and process in order to reach highest standards, as a means of satisfying self and audience Shares revised work, thinking, and process in order to gain additional feedback. Publication is seen as an opportunity to connect with others, which may inspire further revision of thought and work as well
Work	The end product is nearly the same as the final draft	The end product is well-edited, but substantial changes in content or craft aren’t approached	Revises thinking, process, and end-product in order to correct perceived problems	Revisions are purposeful and reveal significant growth in writer’s craft, process, and end-product

Writers Strive to be Courageous

- They are willing to discuss things that make them uncomfortable in appropriate ways.
- They are willing to feel the discomfort that comes with needing to change, learn, and grow.
- They seek out new responsibilities and challenges.
- They don't give up when writing process becomes hard.

Writers who strive to be courageous show this through their....	Beginning	Developing	Deepening	Embodying
Learning	Is reluctant to share beliefs, concerns, questions, or work.	Shares beliefs, concerns, questions, or work only when required to or when others have done so first Participates in planned discussions and conversations only by agreeing or disagreeing	Shares and acts on beliefs and values and shares concerns, questions, and work openly Participates in conversations and is willing to ask questions that reveal a lack of understanding	Shares values, beliefs, and assumptions in order to provoke debate Asks questions to reveal own limitations and help others do the same. Is willing to appropriately raise issues that may make others uncomfortable
Behavior	Avoids people who appear to be unlike him/her or from activities that might challenge perceptions and assumptions Avoids sharing own work or makes apologies for work Looks to the teacher for all assignments, answers, and processes	Listens to those who appear to be unlike him/her and attends activities that may challenge perceptions and assumptions, but does not take part in conversation or work Shares work only after others have Seeks guidance from the teacher in order to please him/her and "write right"	Participates in conversations and activities that challenge beliefs, values, ideas, and work Shares completed and unfinished work when asked Relies on growing expertise to guide decisions as a writer and resolve the problems that arise	Chooses to share beliefs, values, ideas, and work with those who appear to be unlike him/her in order to learn and grow as a writer Shares work and ideas at all stages of development Continues to grow as a writer and to support others in their growth even if doing so creates conflict
Work	Writes in ways that are expected, in order to get a good grade.	Attempts new processes and types of writing because it is expected.	Writes in ways that inspire others think deeply about what good writing is or what good writers do	Seeks new challenges and roles in order to remain energized and to inspire new ideas

Writers Strive to Reflect on What They Do

- They share their thinking and their work in order to evaluate it
- They set goals in order to assess their own progress and understand themselves
- They produce new work that is the result of what they've learned from previous work

Writers who strive to reflect on what they do show this through their....	Beginning	Developing	Deepening	Embodying
Learning	Reflects on writing, thinking, and growth only when provided questions or prompts Speaks in a guarded way when responding	Assesses own writing only during formal activities Speaks openly about writing and thinking	Speaks thoughtfully about the meaning and value of their writing, thinking, and learning on a regular basis with various people Connects discoveries to possible actions	Asks questions about their writing, process, and thinking continuously Speaks about the effect that reflection has on work
Behavior	Sets goals that are too big or too narrow Recognizes a connection between reflection and quality of work, but struggles to set meaningful goals that lead to improved craft or process	Goals are not linked to unique needs or purposes as a writer Identifies general strengths and weaknesses in work only. Considers possible actions that may lead to improved craft or process	Sets thoughtful and realistic goals Acts to meet these goals and improve craft, process, and end-products	Is strategic in goal setting Assesses craft, writing, and process in terms of how it effects self and others Considers intended and unintended consequences
Work	Is aware that certain patterns and trends exist in every writer's craft, process, and end-products	Recognizes specific patterns and trends in their own craft and process when pointed out	Searches for patterns and trends in their own craft and process in order to assess effect on writing, audience, and growth	Sets goals in response to patterns and trends noted in their own craft and process

Writers Strive to Develop Their Expertise

- They grow and shape their knowledge and their skills as writers
- They share what they are learning and what they know with other writers in order to help them grow as writers
- They consider the needs of their audiences and their community and work to meet them

Writers who strive to develop their expertise show this through their....	Beginning	Developing	Deepening	Embodying
Learning	Relies on existing knowledge and skills and will seek new information when assigned a topic or area of focus	Adds to existing knowledge and skills by seeking new information related to personal interests	Participates in research to answer questions and deepen understandings about writer's craft, process, or dispositions	Participates in individual and collaborative learning to grow the understandings and skills of the larger community as well as their own
Behavior	<p>Recognizes that learning is needed in order to grow as a writer</p> <p>Dreads the idea of sharing their writing, learning, or knowledge</p> <p>Hesitates to acknowledge learning or expertise</p>	<p>Takes steps to learn and grow, but only during specific time periods</p> <p>Approaches sharing of writing, learning, and knowledge as a burden or obligation</p> <p>Acknowledges learning and expertise with peers when prompted</p>	<p>Sees self primarily as a learner and struggles to define expertise that can be shared.</p> <p>Approaches sharing of writing, learning, and knowledge as a responsibility</p> <p>Will share learning and expertise with those who share similar interests or are pursuing similar questions</p>	<p>Recognizes and shares own expertise but is aware of limits and continually seeks additional learning</p> <p>Is personally motivated to share writing, learning, and knowledge</p> <p>Takes steps to share learning and expertise with others within and beyond classroom setting</p>
Work	<p>Work is motivated by own interests and needs as a writer</p> <p>Completes required learning activities</p>	<p>Is aware that the interests and needs of others may connect to their own writing, learning, and work</p> <p>Participates when invited to learn in various settings</p>	<p>Addresses the needs of others through their own writing, learning, and work</p> <p>Invites others to join them in learning relevant to common interests and needs</p>	<p>Connects their own interests and work with the needs of others and the community</p> <p>Creates learning opportunities that deepen their own work and that of others'</p>

Writers Strive to Cooperate and Collaborate With Others

- They learn from and with others
- They act on the belief that learning and working with others helps them grow as learners, writers, and people
- They publish writing that results from collaborative learning and problem solving
- They approach publishing as an additional opportunity to learn, rethink, and revise

Writers who strive to cooperate and collaborate with others show this through their....	Beginning	Developing	Deepening	Embodying
Learning	Discusses their writing process, craft, and growth with others when required	Discusses their writing process, craft, and growth with others when invited	Seeks out opportunities to discuss their writing process, craft, and growth and that of others	Helps self and others discuss, understand, develop, and share promising writing practices
Behavior	Offers and accepts support when required Prefers to work and think alone	Willingly offers and accepts support during formal activities Is curious about what others are working on or learning	Offers and asks for support without being asked Is interested in learning from others	Creates opportunities to support shared learning Is eager to expand upon the work of others
Work	Writing is shared with others as required Writing products are a strict reflection of own thought and does not benefit from peer-review	Writing is shared with others to gain help for specific purposes only Writing products are influenced but not significantly enhanced by peer-review	Writer openly shares work and encourages others to do the same Writing processes and products are enhanced by peer-review	Writing is driven by thought that emerges from peer-review, collaborative writing ventures, and joint projects that create new thinking, ideas, and processes

Considering Writer's Craft
WNY Young Writers' Studio

IDEAS	WRITER'S VOICE	ORGANIZATION
<p>EXPERIENCED_____</p> <p>My writing is fascinating. It sparks my readers' curiosities.</p> <p>My message is meaningful and focused.</p> <p>I show rather than tell.</p>	<p>EXPERIENCED_____</p> <p>My writing has a unique flavor. The reader can hear me or my speaker in this piece.</p> <p>The tone of my writing expresses my feelings or those of the speaker I created. I really move my readers.</p> <p>I use details that add emotion and reveal age or geographic location or historical setting.</p>	<p>EXPERIENCED_____</p> <p>My writing unfolds in a compelling way.</p> <p>I grab the reader's attention right from the start, build interest throughout, and end in a way that satisfies the reader.</p> <p>I add details and clues in just the right places.</p>
<p>DEVELOPING_____</p> <p>My writing is descriptive. It provides details about my topic.</p> <p>My message is taking shape, but I'm still not completely clear about what it might be.</p> <p>I tell rather than show.</p>	<p>DEVELOPING_____</p> <p>My writing focuses more on telling rather than showing, and as a result, the reader doesn't hear me or my speaker as much in this piece.</p> <p>Some feelings are expressed, but my readers won't react to what I've written in any way.</p> <p>I add some details that reveal emotion, age, or geographic location or historical setting.</p>	<p>DEVELOPING_____</p> <p>My writing unfolds in a predictable way.</p> <p>My writing has a clear beginning, middle, and end.</p> <p>Some of my details seem out of place. I may spend too much time focusing on one part of my work, or I may rush through others.</p>
<p>BEGINNING_____</p> <p>My writing is vague. I don't know enough about my topic yet.</p> <p>My message is confusing. I'm still thinking-aloud on paper.</p> <p>Missing details make it hard for my reader to picture what I'm saying.</p>	<p>BEGINNING_____</p> <p>I don't know enough about my speaker or my own thoughts yet, so readers can't connect to a voice of any kind.</p> <p>It seems that I don't have any feelings about this topic.</p> <p>I don't include details that reveal mood, age, geographic location, or historical setting.</p>	<p>BEGINNING_____</p> <p>My writing lacks organization. It's confusing.</p> <p>My writing doesn't include a hook, the body of my work may be jumbled, or my conclusion might be rushed or missing.</p> <p>Details are missing or out of place.</p>

WORD CHOICE	SENTENCE FLUENCY	CONVENTIONS
<p>EXPERIENCED_____</p> <p>My writing includes rich, precise words.</p> <p>My readers are able to see, feel, and hear exactly what I intended them to.</p> <p>The words that I choose help me to show rather than tell. They also create a strong voice for my piece and enhance organization and sentence fluency.</p>	<p>EXPERIENCED_____</p> <p>My writing is meant to be read aloud. It sounds wonderful!</p> <p>I vary my sentence structure on purpose. Each flows into the next, which keeps my readers interested.</p> <p>All unnecessary details have been removed.</p>	<p>EXPERIENCED_____</p> <p>My writing is nearly free of all errors in spelling, punctuation, and mechanics.</p>
<p>DEVELOPING_____</p> <p>My writing includes correct words.</p> <p>My words may not capture my reader's attention. They aren't striking or specific to my purpose.</p> <p>My words might be over-used or too flowery.</p>	<p>DEVELOPING_____</p> <p>My writing is predictable. When I read it aloud, it sounds like a report.</p> <p>Most of my sentences follow the same pattern.</p> <p>I have used more words that I needed to.</p>	<p>DEVELOPING_____</p> <p>My writing includes some errors in spelling, punctuation, or mechanics. They don't make it hard for my reader to understand what I am trying to say, though.</p>
<p>BEGINNING_____</p> <p>My writing includes misused words.</p> <p>My readers might struggle to understand exactly what I meant when I used certain words. Others may be so vague that my reader may not be able to see, hear, or feel anything.</p> <p>I use the same words over and over again.</p>	<p>BEGINNING_____</p> <p>My writing is difficult to read and understand. This makes it hard to read aloud.</p> <p>I have a hard time telling where sentences start and stop. There are fragments and run-ons.</p> <p>I use inappropriate words in this piece.</p>	<p>BEGINNING_____</p> <p>Spelling, punctuation, or mechanics errors make it difficult for my reader to appreciate my message.</p>

COMMENTS:

Assessing the Dispositions, Process, and Craft of Writers: Condensed Rubric

	Experienced	Developing	Beginning
Dispositions	<p>--My curiosities about what good writing is and what good writers do help me grow as a writer, and I use what I learn to help others.</p> <p>--I participate in peer review, eagerly revise my work, and produce final drafts that demonstrate tremendous growth in my craft and process.</p> <p>--I take risks and try difficult things as a writer. I am willing to ask questions and show what I don't know in order to grow. I'm willing to learn from those who are different from me and those I may disagree with.</p> <p>--I reflect on my own work, set and revise my own goals, and speak about the effect that reflection has on my growth.</p> <p>--I eagerly share my expertise with others, but I know I still have much to learn. I take steps to keep learning.</p> <p>--I create opportunities to learn from and with others. I grow as a result of the collaborative work I do.</p>	<p>--I study what good writing is and what it means to be a writer when I'm expected to, in order to get a good grade.</p> <p>--I revise when I'm expected to. My final drafts are well-edited, but there are few real changes in what I'm saying or how I'm saying it.</p> <p>--I will take on new writing challenges when it is expected of me. I will ask questions and show what I don't know if others go first. I'm willing to listen to what everyone has to say, but I may contribute less.</p> <p>--I set my own writing goals and reflect on my progress when I'm asked to.</p> <p>--I share what I know with those who have similar interests or those I feel closest to.</p> <p>--I seek opportunities to discuss the writing process and my work with others, and I offer support to others without being asked.</p>	<p>--I'm not clear what good writing is or what good writers do just yet. I wait for others to tell me what to do.</p> <p>--I rush to get my work done quickly, and most of my final drafts are the same as my rough drafts.</p> <p>--I'm reluctant to take on new writing challenges, share my work, or learn from those who are different from me or who I might disagree with.</p> <p>--I need questions or prompts in order to reflect on my work. I struggle to set reasonable goals.</p> <p>--I don't like to share what I know or do with others. I don't find or make the time to continue learning. I rely on what I've already learned to complete my work.</p> <p>--I prefer to work alone and will only work with others when asked.</p>

Writing Process	<p>--I invest myself in brainstorming, taking the time to generate a wide range of ideas before pursuing one.</p> <p>--As I am drafting, I intentionally create a purposeful voice for my piece, and I consider how to organize my work best.</p> <p>--I participate in peer-review by providing feedback in strategic ways.</p> <p>--My work reflects deep revision of thought and process.</p> <p>--I seek to publish my work in a variety of venues.</p>	<p>--I brainstorm when it is expected of me and select the most predictable and acceptable idea.</p> <p>--My drafts follow an organizational structure provided to me by others. I'm still trying to decide how my speaker should sound.</p> <p>--I ask others to tell me how to improve my work.</p> <p>--Improvements in my work are mostly around conventions and organization.</p> <p>--I publish my work when I am asked to do so.</p>	<p>--My writing is usually based upon my first thoughts and ideas.</p> <p>--My draft answers the question or prompt provided to me, but it may be disorganized or lack appropriate voice.</p> <p>--My final copy is nearly identical to my rough draft.</p> <p>--My final copy isn't ready for publication yet.</p>
Ideas	<p>--My writing is fascinating. It sparks my readers' curiosities.</p> <p>--My message is meaningful and focused.</p> <p>--I show rather than tell.</p>	<p>--My writing is descriptive. It provides details about my topic.</p> <p>--My message is taking shape, but I'm still not completely clear about what it might be.</p> <p>--I tell rather than show.</p>	<p>--My writing is vague. I don't know enough about my topic yet.</p> <p>--My message is confusing. I'm still thinking-aloud on paper.</p> <p>--Missing details make it hard for my reader to picture what I'm saying.</p>
Writer's Voice	<p>--My writing has a unique flavor. The reader can hear me or my speaker in this piece.</p> <p>--The tone of my writing expresses my feelings or those of the speaker I created. I really move my readers.</p> <p>--I use details that add emotion and reveal age or geographic location or historical setting</p>	<p>--My writing focuses more on telling rather than showing, and as a result, the reader doesn't hear me or my speaker as much in this piece.</p> <p>--Some feelings are expressed, but my readers won't react to what I've written in any way.</p> <p>--I add some details that reveal emotion, age, or geographic location or historical setting.</p>	<p>--I don't know enough about my speaker or my own thoughts yet, so readers can't connect to a voice of any kind.</p> <p>--It seems that I don't have any feelings about this topic.</p> <p>--I don't include details that reveal mood, age, geographic location, or historical setting.</p>

Organization	<p>--My writing unfolds in a compelling way.</p> <p>--I grab the reader's attention right from the start, build interest throughout, and end in a way that satisfies the reader.</p> <p>--I add details and clues in just the right places.</p>	<p>--My writing unfolds in a predictable way.</p> <p>--My writing has a clear beginning, middle, and end.</p> <p>--Some of my details seem out of place. I may spend too much time focusing on one part of my work, or I may rush through others.</p>	<p>--My writing is very confusing. Readers struggle to make sense of it.</p>
Word Choice	<p>--My writing includes rich, precise words.</p> <p>--My readers are able to see, feel, and hear exactly what I intended them to.</p> <p>--The words that I choose help me to show rather than tell. They also create a strong voice for my piece and enhance organization and sentence fluency.</p>	<p>--My writing includes correct words.</p> <p>--My words may not capture my reader's attention. They aren't striking or specific to my purpose.</p> <p>--My words might be over-used or too flowery.</p>	<p>--My writing includes misused words.</p> <p>--My readers might struggle to understand exactly what I meant when I used certain words. Others may be so vague that my reader may not be able to see, hear, or feel anything.</p> <p>--I use the same words over and over again.</p>
Sentence Fluency	<p>--My writing is meant to be read aloud. It sounds wonderful!</p> <p>--I vary my sentence structure on purpose. Each flows into the next, which keeps my readers interested.</p> <p>--All unnecessary details have been removed.</p>	<p>--My writing is predictable. When I read it aloud, it sounds like a report.</p> <p>--Most of my sentences follow the same pattern.</p> <p>--I have used more words than I needed to.</p>	<p>--My writing is difficult to read and understand. This makes it hard to read aloud.</p> <p>--I have a hard time telling where sentences start and stop. There are fragments and run-ons.</p> <p>--I use inappropriate words in this piece.</p>
Conventions	<p>--My writing is nearly free of all errors in spelling, punctuation, and mechanics.</p>	<p>--My writing includes some errors in spelling, punctuation, or mechanics. They don't make it hard for my reader to understand what I am trying to say, though.</p>	<p>--Spelling, punctuation, or mechanics errors make it difficult for my reader to appreciate my message.</p>

WRITERS WORK HARD TO **UNDERSTAND** WHAT GOOD WRITING IS AND WHAT GOOD WRITERS DO!

- They ask a lot of questions in order to learn what they need to.
 - They are curious about what makes writing great.
 - They want to learn more about what great writers do.
- They ask other people to share their ideas about good writing.
 - They use what they learn to grow as a writer.
- They never stop setting new goals and challenging themselves!

On the back of this paper,
please draw a picture or write a response to this question:

As a writer, YOU work hard to understand what good writing is and what good writers do. What does this look like?

WRITERS TAKE THEIR TIME AS THEY WORK AND THEY DON'T GIVE UP WHEN IT BECOMES DIFFICULT!

- They don't rush through any step of the writing process.
- They don't publish their work until it is the best that it can be.
- They ask others to give them feedback in order to improve their writing.
- Their final copies are very different from their rough drafts because they have made many improvements.

On the back of this paper, please draw a picture or write a response to these questions:

What makes it hard for you to take your time when you write?

If you give up on doing your best work, why does this usually happen?

What can you do to improve this?

What do you need from others in order to improve this?

WRITERS ARE **COURAGEOUS!**

- They ask scary questions in order to learn what they need to.
- They pick topics that are appropriate, but that might make them or other people a little uncomfortable.
 - They are honest.
- They try new things, even if they aren't sure if they will work.

On the back of this paper, please draw a picture or write a response to these questions:

What are some things that you would love to try as a writer, but that you are afraid of?

What would have to happen in order for you to try these things?

WRITERS THINK ABOUT THEIR WRITING AND WHO THEY ARE AS WRITERS IN ORDER TO GET BETTER!

- They wonder about how to become better writers, and they share these questions with others.
- They think about who their audience is and how to write things that they will enjoy.
- They figure out how they are strong as writers and where they can improve.
 - They set goals to get better, and they create plans to do so.

On the back of this paper, please draw a picture or write a response to these questions:

How are you a good writer? How do you know?

Where do you struggle as a writer? How would you like to improve?

WRITERS **SHARE** WHAT THEY ARE LEARNING AND WORK HARD TO **HELP OTHER WRITERS.**

- They work well with other writers.
- They share what they are learning and the work that they do in order to help others grow.
- When other writers ask for their help, they use what they know to help them.
- They create writing pieces with other writers.

On the back of this paper, please draw a picture or write a response to these question:

What are you good at as a writer?

In what ways could you help other writers get even better at what they do?

PEER REVIEW

Please Use Your Rubric to Guide Your Decision-Making and Your Conversation

- Which writing trait would the writer like to receive feedback on?
 - Read the writer's work, or listen as it is read aloud.
 - Take a few minutes to form your response.

SHARE WARM FEEDBACK:

Please share in rounds. Each speaker may only share **ONE** piece of feedback at a time.

No compliments!

Look at the rubric for the trait that the writer wanted feedback on.

Use examples from the writer's work to explain how the writing is strong.

In what ways did the writer achieve his or her goals?

SHARE COOL FEEDBACK

Please share in rounds. Each speaker may only share **ONE** piece of feedback at a time.

No criticisms!

Look at the rubric for the trait that the writer wanted feedback on.

Help the writer think about how to improve the piece *by asking questions* like:

I wonder what would happen if....?

What did....?

Describe....?

I'm curious about....?

Did you think about.....?

Modified Peer Review

Designed by Kristen Smith, Alden Middle School Special Education Teacher and Fellow

- Think about your writing – what questions do you have?
- Look at the rubric – decide what you would like feedback on.
 - Carefully read or listen to your partners.
 - Take a few moments to form your response.

Get Ready to share

Warm Feedback

- No complimenting!
- Re-check the rubric!
- Be specific – use examples from the writer's work!
- Think: How did the writer achieve his or her goals?

Cool Feedback

- No criticisms!
- Re-check the rubric!
- Be specific – use examples from the writer's work!
- Help the writer achieve his or her goals:
 - I wonder what would happen if you
 - Did you think about
 - Could you describe

Remember:

The goal of writer's workshop is to become better writers and share a meaningful message with the world!

Peer Review Ticket

To: _____ From: _____

Warm feedback: Your _____

Cool feedback:

Have you thought about

I wonder

Could you describe

Planning a Studio Session

Essential Questions:

Objectives:

Procedure	Planning	Reflection
Activate Background Knowledge: Disposition/Process/Craft		
Focus and Define: Use definitions, rubrics, and examples to clearly define the disposition, the phase of the process, and/or the component of craft you intend to focus on.		
Model and Think Out Loud: Use mentor texts and models to demonstrate what the disposition, process, or craft looks like. Be transparent about how YOU approach this work. Show them how other writers work, how you work, and let them watch!		
Coach Them as They Try: Allow students to try on the disposition, process, or strategy of craft themselves. As they are working, conference and coach them. Capture formative assessment data here and change your approach in response to what you notice. Share what you are discovering with your colleagues.		
Celebrate Success and Set Goals: Identify student examples to share and invite writers to read from their own work as well. This reinforces what is learned. Invite students to articulate their next steps. Share what you'll be teaching them next.		

Talking With Writers Throughout the Writing Process

Ownership and Personal Needs: Conversations at the Start of the Process

Dispositions	Process	Craft	Community
What do you really believe in?	Tell me about your writing process. How is it unique? What works for you? What doesn't?	Look over your list of brainstormed ideas. Which ideas provoke the strongest feeling in you?	What are you passionate about doing?
What's important to you?	Which part of the process means the most to you?	Where is your voice strongest?	What do you do well? Who can you share that with?
Which experiences have been most meaningful in your life?	Which phase of the process are you most excited about?	What is your story? What is your truth?	How are you a valuable part of our community?
How can you make a difference?	Tell me about the kind of brainstorming you like to do.	Which part of your writing do you love the most?	What are you getting out of your work with other people?
What are you afraid of?	How do you like to draft your work? In pencil? On the computer? At a desk? Listening to music?	What are you proudest of?	Who gives you the most helpful feedback?
How can you overcome your fears?	Who gives you the best feedback on your work?	Where have you really grown in terms of writer's craft? What can you share with others about that?	Who inspires you?
What do you want to write about?	How does using the process affect your final product?		Who challenges you most?
What do you need to write about?	Which publishing opportunities excite you most?		What have you learned from connecting with others that you couldn't have learned on your own?
What do you hope to achieve by writing?	What have you learned that might help someone else?		What do you need from our community?
What do you need in order to meet your goals?			
What does your writing reflect about you?			
What are you eager to share with others about your work or learning?			

What would you add?

Clarifying and Setting Goals: Conversations as the Process Unfolds

Dispositions	Process	Craft	Community
How can your writing and your work best reflect your values?	Where are you in the writer's process?	Which strategies are you using to create voice?	Whose perspective can help you most with this piece?
What do you need to learn more about in order to develop this piece?	Which part of the process could you revisit in order to improve your work?	How will you organize this?	Who has experience with this sort of writing? What will you ask them?
What confuses you? Who can help you clarify this confusion?	What are your next steps?	What will you do to improve word choice?	How can you share what you've learned with others in our community?
Who can you share this piece with?	Where did you rush? Where did you take your time as a writer? Which new goals can you set in light of this?	How do you check for sentence fluency? What can you do to improve it?	Who will you collaborate with on this?
Who will learn the most from your work, process, or thinking?	After participating in peer-review, what new goals have you set?	Which rules of conventions do you need to study and master? When will you do this? How?	What feedback, specifically, do you need to ask for? Who might best provide it?
Why are you writing this?	When will this be ready to publish?	Which idea is the most compelling? Why?	
How will you know that this piece is done?	How do you plan to publish your work?	Which genre supports your purpose the best?	
What do you need to do in order to create an "excellent" piece?			
Which dispositions do you need to focus on in order to do great work with this project?			

What would you add?

Reflection: Conversations About What We've Learned and How We've Grown

Dispositions	Process	Craft	Community
How have you grown in your use of the dispositions?	Which parts of the process are easiest for you? Hardest?	Which Traits are developed best in this piece? Least?	What are you learning about yourself?
How do you feel about the amount of time and effort you put into this piece?	Which part of the process is most important to you? Why? Least? Why?	What sort of learning helps you understand a trait best? Definitions? Rubrics? Models? Coaching? Feedback?	What are you learning about others?
What was most uncomfortable for you? How did you handle that discomfort?	How willing are you to investing yourself in the entire process each time you write?	What makes something a good idea?	What are you learning about writing within a community?
What did you learn from others? What did they learn from you?	Which parts of the process do you need better strategies for?	What is good writing?	What has been your greatest contribution to this community?
What are you discovering about your writing? Your thinking?		What do good writers do?	What is the greatest thing you've gained from being a part of this community?
How does reflecting in this way help you?		How does genre affect message? Mood?	What can you do to help the community grow?
How can we look at this from a different angle?			
Which stories are you telling? Which ones are you avoiding? Why?			

What would you add?

The WNY Young Writers' Studio is a community of writers and teachers of writing. Summer sessions are held on the grounds of Daemen College in Amherst, and all participants return throughout the year to continue growing and supporting others. We pride ourselves on creating safe spaces where writers and teachers may gain the confidence and the support needed to realize their goals.

WNY Young Writers' Studio:
In Residence

On-Site Programs 2009-2010

Angela Stockman, Executive Director
stockmanangela@gmail.com
716-418-3730

The following residencies are offered upon request. The timing of each session is structured according to the needs of your organization. Customized workshops are also available.

15 Hour Student and Teacher Residencies

These sessions are intended for students and teachers. Participants will be introduced the dispositions, processes, and craft of writing. They will set individual writing and learning goals and rely upon the processes and protocols of our community to grow as writers. Teachers who attend these sessions will choose to participate as observers and/or writers, working with students and colleagues to improve their writing and their practice. Ample resources for classroom application will be provided as well.

15 Hour Teacher Residencies

These sessions are intended for teachers only. Participants will be introduced to the Studio model and our approach for nurturing the dispositions, processes, and craft of writers. Strategies for shaping a curriculum, providing instruction, and conducting assessment that engages students while supporting growth will be shared, and teachers will be provided time to apply what they have learned and seek additional support.

9 Hour Student and Teacher Residencies

These sessions are intended for students and teachers. Young writers will be introduced the dispositions, processes, and craft of writing. They will rely upon the processes and protocols of our community to grow as writers. Teachers who attend these sessions will choose to participate as observers or as writers themselves. Ample resources for classroom application will be provided as well.

9 Hour Teacher Residencies

These sessions are intended for teachers only. Participants will be introduced to the Studio model and our approach for nurturing the dispositions, processes, and craft of writers. Instructional strategies will be provided, and teachers will be provided time to apply what they have learned.

Interested in Joining Us?

We are eager to grow our work and provide Studio opportunities to writers and teachers in other communities. Studio leaders incur no cost. In addition to the support provided by our community, all Studio leaders receive extensive training, long-term mentoring, and a stipend for their efforts.

If you are interested in establishing or bringing a More Than Words Studio to your region, please contact Angela Stockman at stockmanangela@gmail.com or 716-418-3730.

Current Teacher Fellows of the WNY Young Writers' Studio

Sheri Barsottelli, Special Education Teacher, Depew Middle School

Susan Campbell, English Teacher, Grand Island Middle School

Susan Corcoran, Elementary Teacher, Union East Elementary School

Anne DiChristina, Elementary Teacher, West Seneca Central School

Betsy Ernst, Elementary Teacher, Union East Elementary School

Marielle Foster, Elementary Teacher, Union East Elementary School

Kate Graham, Elementary Teacher, West Seneca Central School

Hana Halloran, English Teacher, Lockport City School District

John Kaczorowski, English Teacher, Cheektowaga High School

Carol Kimmerle, Literacy Specialist and Retired Teacher

Heather Lyon, Curriculum Director, Pinnacle Charter School

Pam Marchewka-Cornwell, English Teacher, Alden High School

Denise Miller, Buffalo Area Writer

Michelle Moore, Elementary Teacher, The Buffalo Catholic Diocese

Kristin Smith, Special Education Teacher, Alden Middle School

Stacy VanEtten, English Teacher, Depew Middle School

Kristin Wozniak, Elementary Teacher, Union East Elementary School

The Writers, Teachers, Thinkers, and Researchers Who Influence the Work of Our Community

Nancie Atwell

Jim Burke

Lucy Calkins

Ruth Culham

Natalie Goldberg

Donald Graves

Georgia Heard

Kevin Jarrett

Joellen Killion

Anne Lamott

Giselle Martin-Kniep

Scott McLeod

Debbie Miller

Richard Stiggins

Joanne Piccone-Zochia

David Warlick

Grant Wiggins

Jeff Wilhelm

And all of the fellows of Communities for Learning: Leading Lasting Change®